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ABSTRACT

The purpose of the "Guide to Interpretation" is to assist Rhode Island educators in understanding the links between performance assessment and classroom instruction. This guide offers an overview of the Health Education Performance Assessment taken by all Rhode Island students in grades 5 and 9, an explanation of the scoring process, and a discussion of the implications of performance assessment for classroom instruction. Students receive scores on their answers to 8 open-ended and 24 multiple-choice items that reflect the state's health education standards as well as the 8 content areas. The results of the Health Education Performance Assessment are used to provide feedback to students and parents, inform and assist teachers in making instructional decisions, and demonstrate accountability to families, communities, and the state. Appendixes discuss student participation and assessment accommodations, present the Rhode Island Health Education Standards, and contain a sample grade-9 student report. The "Interpretation Guide for Families, Grades 5 and 9" explains the tests and the scoring process to parents. This guide contains examples of the multiple-choice and performance assessment (essay) questions and answers for each grade. (SLD)

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STATE ASSESSMENT PROGRAM

1999

Health Education Performance Assessment

Interpretation Guide for Families

Grades 5 and 9

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Rhode Island's Health Education Standards

Standard One

Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.

(What do I need to know and do to live a long and healthy life?)*

Standard Two

Students will demonstrate the ability to access valid health information and health-promoting products and services.

(Do I know where and how to get good information about health products and services?)*

Standard Three

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

(What do I need to do to keep myself healthy and safe?)*

Standard Four

Students will analyze the influence of culture, media, technology, and other factors on health.

(How does the world I live in affect my health?)*

Standard Five

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

(How can I communicate my ideas and feelings in a healthy way?)*

Standard Six

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(How can I set goals and make decisions that will keep me healthy?)*

Standard Seven

Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

(How can I help keep my community healthy?)*

* *Adapted from Burrillville schools*

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Grades 5 and 9
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State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Peter McWalters
Commissioner

June 1999

Dear Family Member:

This past March, your child took a health-education performance test as part of the Rhode Island State Assessment Program.

Research shows that children who are healthy learn more effectively, and that good health is a necessary precondition for optimal academic success. High-quality health education increases the likelihood that young people will develop healthier lifestyle practices and resist engaging in risky health behaviors. Rhode Island's health assessment tells us if our health-education initiative is giving our students the knowledge and skills necessary to improve and maintain their own well-being.

This challenging test is called performance assessment because it requires the student to demonstrate what he or she knows and is able to do in health education. Each student had to answer 24 multiple-choice questions and 8 performance-assessment questions based on the health-education standards listed on the opposite page. So that you will have a better idea of what the test was like, we have included in this guide some examples of the multiple-choice and performance-assessment questions and answers from both the grade 5 and grade 9 assessments. The guide also explains how the test was scored and by whom.

If you have any questions about the information in this guide, please contact your child's teacher or school principal. To learn more about health education, please call the Rhode Island Department of Education and ask for Healthy Schools! Healthy Kids!

Sincerely,

Peter McWalters
Commissioner

PM:mmg
Enclosure

Telephone (401)222-4600 **Fax** (401)222-6178 **TTY** 800-745-5555 **Voice** 800-745-6575

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Scoring and Reporting Performance Assessment

Health Education Performance-Assessment Scoring

Every student's answers to each question in the health-education performance assessment are read and scored by well-trained professional scorers. While the multiple-choice questions have one correct answer only, students can answer the performance-assessment questions in many ways. To ensure consistency from scorer to scorer, scorers use the four-point scoring guide below. The score points reflect, on a scale of 1 to 4, increasing levels of how well the student's answer demonstrated his/her understanding of the test question. For example, a score of 3 means that a student's answer to that question met the described criteria for that score point. A score of 3 on a health education open-ended assessment item means that the student has met the performance standard on which the item is based.

If your child was a fifth grader last spring, see pages 3 and 4 for performance-assessment student examples and pages 5 and 6 for multiple-choice examples. If your child was a ninth grader last spring, turn to pages 7 through 9 for student examples of performance assessment and pages 10 and 11 for examples of multiple-choice questions.

Your child's score is based on the total number of points earned on the performance-assessment questions and correct answers to the multiple-choice questions. The highest possible score is 56.

This scoring guide (sometimes called a rubric) was developed by a committee of Rhode Island educators and parents.

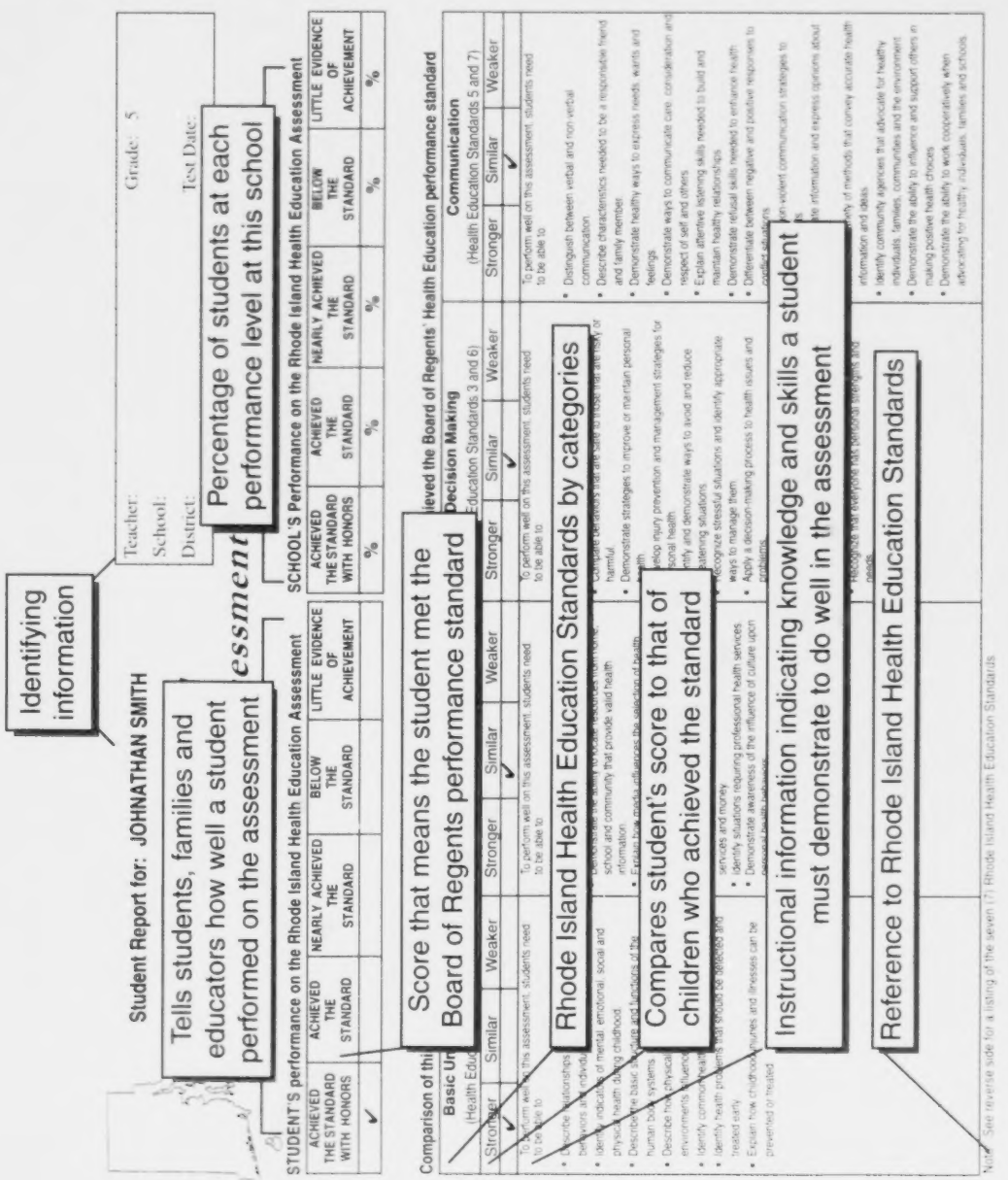
Rhode Island Health Education Scoring Guide (Rubric)

Score	Description
4	• Selects information that is both health enhancing and relevant to the task • Presents complete and accurate information in response to the task • Demonstrates an in-depth understanding of health concepts
3	• Selects information that is both health-enhancing and relevant to the task • Presents complete and accurate information in response to the task • Demonstrates an understanding of major health concepts
2	• Selects some information that is health enhancing and relevant to the task • May present support that is simplistic or flawed • May demonstrate partial understanding of some health concepts and/or complete only part(s) of the task
1	• Selects information in an attempt to respond to the task • Presents limited information that may have little or no accuracy • May demonstrate minimal understanding of health-enhancing knowledge/skills

HEALTH EDUCATION PERFORMANCE-ASSESSMENT SCORE REPORT

The score report tells parents and/or guardians and teachers

- how well each child has performed on the Health Education Assessment;
- how well all of the children in the school have scored;
- how each student's performance compares to that of children who achieved the performance standard established by the Board of Regents; and
- about the knowledge and skills that students must demonstrate to do well on this assessment.


Identifying information
Student Report for: JOHNATHAN SMITH
Teacher:
School:
District:
Grade: 5
Test Date:
Tells students, families and educators how well a student performed on the assessment
Percentage of students at each performance level at this school
STUDENT'S performance on the Rhode Island Health Education Assessment
SCHOOL'S Performance on the Rhode Island Health Education Assessment
ACHIEVED THE STANDARD WITH HONORS
ACHIEVED THE STANDARD
NEARLY ACHIEVED THE STANDARD
BELOW THE STANDARD
LITTLE EVIDENCE OF ACHIEVEMENT
Score that means the student met the Board of Regents performance standard
Rhode Island Health Education Standards by categories
Compares student's score to that of children who achieved the standard
Instructional information indicating knowledge and skills a student must demonstrate to do well in the assessment
Reference to Rhode Island Health Education Standards
Stronger
Similar
Weaker

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PERFORMANCE-ASSESSMENT EXAMPLES

The following are examples of the grade 5 performance-assessment items. As you look at the samples of grade 5 Rhode Island students' answers, you can refer to the scoring guide on page 1. The student samples displayed here received a score of 3. These responses demonstrate the ability to apply, analyze, and interpret health concepts and skills on these items. This high level of achievement is the performance standard expected of ALL students by 2003. You can see that it is a student's understanding of health information and his/her ability to apply that information to a real life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

Standard Three: Health-Enhancing and Risk-Reducing Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Description

Develop injury prevention and management strategies for personal health.

TEST QUESTION: What important things should a person keep in mind when making a fire emergency plan for his/her home and family? Why is each of these things important?

If you are planning an emergency plan for your home you half to have 2 ways or more to get out because if one exit is blocked than you could half to get to another one.

Pratice getting out of the house the way you planned because then you will know how to get out.

Make sure the smoke detors work because if they don't you won't know if their is a fire in the house.

And have a meetting place, in case you get seporated you will all meet in the same place.

ANALYSIS: This student's response is a 3 because it demonstrates a complete and accurate understanding of how to escape from a burning building properly. Steps such as "have 2 ways or more to get out," "practicing getting out," "make sure the smoke detors work," and "have a meeting place" are given and the rationale for the steps is explained.

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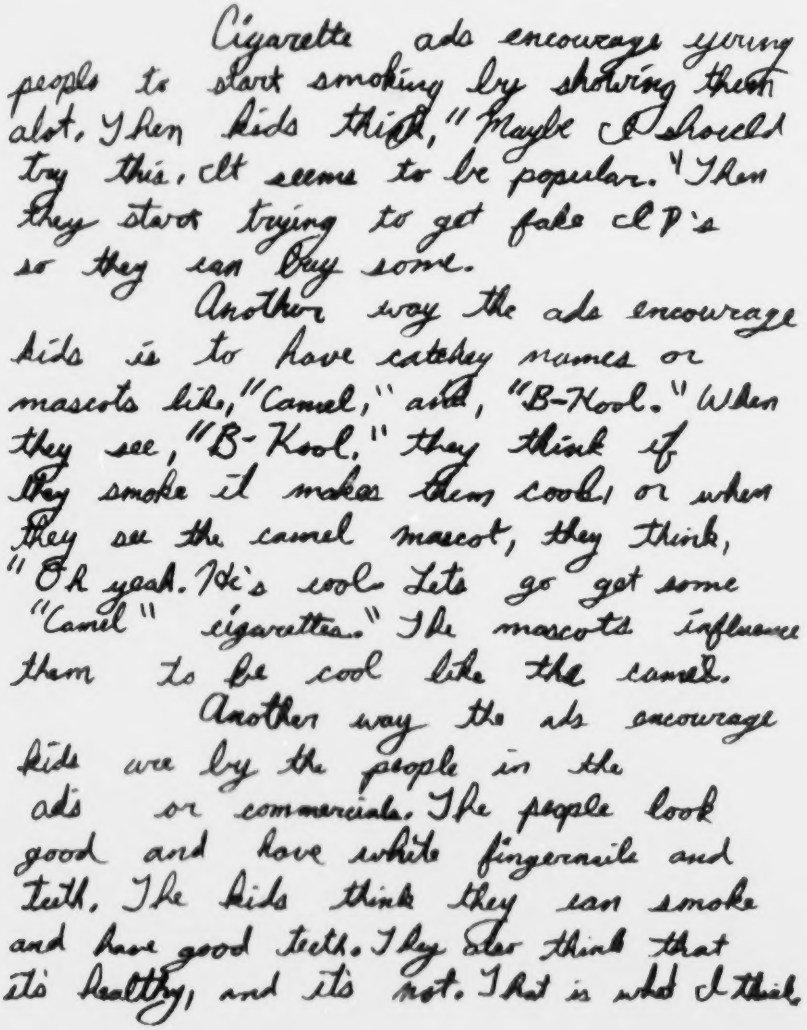
Standard Four: Influences of Culture, Media, and Technology

Students will analyze the influence of culture, media, technology, and other factors on health.

Performance Description

Demonstrate awareness of the influence of culture upon personal health behaviors.

TEST QUESTION: Explain how cigarette ads encourage young people to start smoking.



Cigarette ads encourage young people to start smoking by showing them alot. Then kids think, "Maybe I should try this. It seems to be popular." Then they start trying to get fake ID's so they can buy some.

Another way the ads encourage kids is to have catchey names or mascots like, "Camel," and, "B-Kool." When they see, "B-Kool," they think if they smoke it makes them cool, or when they see the camel mascot, they think, "Oh yeah. He's cool Lets go get some "Camel" cigarettes." The mascots influence them to be cool like the camels.

Another way the ads encourage kids are by the people in the ads or commercials. The people look good and have white fingernails and teeth. The kids think they can smoke and have good teeth. They don't think that it's healthy, and it's not. That is what I think

ANALYSIS: This student's response is a 3 because it completely and accurately explains how advertising lures young people into smoking. The response provides examples, including "showing them alot," "Then kids think 'Maybe I should try this. It seems to be popular . . . ,'" using "catchy names or mascots," "it makes them [young people] cool," and "people [in the commercials] look good." This response explains the thinking process of young people and their reactions to the advertising techniques. However, the response does not have the depth it should for a 4 score point.

The response is clearly not a 2 because the examples given are not simplistic or flawed.

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GRADE FIVE EXAMPLES

MULTIPLE-CHOICE EXAMPLES

Below and on the following page are examples of grade 5 multiple-choice items, possible answers, and explanations as to why each response is correct or incorrect.

Standard One: Body of Knowledge

Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.

Performance Description

Describe relationships between personal health behaviors and individual well-being.

TEST QUESTION: People can get HIV / AIDS

A. from shaking hands with a person who has HIV / AIDS.	**A.** Incorrect. HIV / AIDS is not transmitted through shaking hands with a person who has HIV / AIDS.
B. from contact with the blood of a person who has HIV / AIDS.	**B.** Correct. HIV / AIDS is transmitted from contact with the blood of a person who has HIV / AIDS.
C. by sitting next to a person who has HIV / AIDS.	**C.** Incorrect. HIV / AIDS is not transmitted by sitting next to a person who has HIV / AIDS.
D. by hugging someone who has HIV / AIDS.	**D.** Incorrect. HIV / AIDS is not transmitted by hugging someone who has HIV / AIDS.

Standard Two: Valid Health Information, Products, and Services

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Performance Description

Demonstrate the ability to locate resources from home, school, and community that provide valid health information.

TEST QUESTION: When families need health information, it is BEST if they listen to

A. their neighbors.	**A.** Incorrect. Neighbors do not necessarily have correct health information.
B. health product advertisers.	**B.** Incorrect. Health product advertisers are usually biased toward their own products.
C. their friends.	**C.** Incorrect. Friends do not necessarily have correct health information.
D. health professionals.	**D.** Correct. Health professionals are trained in the health field and usually have the best health information.

PERFORMANCE-ASSESSMENT EXAMPLES

The following are examples of the grade 9 performance-assessment items. As you look at the samples of grade 9 Rhode Island students' answers, you can refer to the scoring guide on page 1. The student samples displayed here received a score of 3. These responses demonstrate the ability to apply, analyze, and interpret health concepts and skills on these items. This high level of achievement is the performance standard expected of ALL students by 2003. You can see that it is a student's understanding of health information and his/her ability to apply that information to a real-life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

Standard Three: Health-Enhancing and Risk-Reducing Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Description

Analyze personal health habits to determine health strengths and risks.

TEST QUESTION: Heart disease and cancer are the two leading causes of death for older Americans. What personal health behaviors can help young people reduce their risk of getting heart disease and cancer when they get older? Explain why these behaviors are important.

Some simple everyday precautions can help prevent cancer and heart disease in ~~you~~ the future of young Americans. Eating correctly and exercising can help prevent heart disease, because over all they improve your health, and strengthen your heart. not smoking can help prevent lung cancer because smoking definitely causes lung cancer. Wearing sun screen during all seasons, even when it is cold out, or hazy can help prevent skin cancer. This is because people often get sun burned when they least expects it such as during exercise, in the winter, while walking around, or on cloudy, overcast days. These simple everyday tasks will prevent cancer and ~~Heart~~ disease in the future of many Americans lives.

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ANALYSIS: The previous response is a 3 because it identifies ways to reduce risks for both heart disease and cancer. As health-enhancing strategies to "help prevent heart disease," the student gives "eating correctly" and "exersizing." The student also notes that "not smoking" and "wearing sun screen during all seasons" are strategies to reduce the risks of getting cancer. The response is complete and accurate. It demonstrates an understanding of major health concepts and the skills to apply that knowledge. While it does not display the depth required for a score point 4, it clearly is not a 2 because the support given is neither simplistic nor flawed.

Standard One: Health Concepts

Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Performance Description

Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.

TEST QUESTION: Terry's classmate drank two cans of beer before coming to school. Period 1 is mathematics and period 2 is physical education. What kinds of alcohol-related problems might Terry observe his classmate having in these classes? Explain what alcohol does in the body to cause people to act differently.

- stumbling around when running in gym
- not able to catch balls
- not being able to think about simple math problems
- thinking slow
- slurred speech

Alcohol is a depressant. It makes you tired and droopy-eyed. It also slows down your heart-rate + blood pressure. Alcohol makes your reflexes slower and it makes you think slower. It also makes you numb so you can't talk right and you can't hear yourself so it can make you talk loud. It also destroys your liver.

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ANALYSIS: The previous response is a 3 because it presents complete and accurate information as it lists the kinds of alcohol-related problems Terry might observe in his classmate. The list, "stumbling around when running in gym," "not able to catch balls," "not being able to think about simple math problems," "thinking slow," and "slurred speech," provides a description of what Terry might see. The description of the effects of alcohol on the body—"makes you tired and droopy-eyed," "slows down your heart rate and blood pressure," "makes your reflexes slower and it makes you think slower"—is good, but it needs explanation. The response mistakenly concludes that alcohol reduces one's ability to hear when it really reduces one's inhibitions and, therefore, the student may talk more loudly than normal. Overall, the response demonstrates an understanding of major health knowledge. Because of the minor flaw this response cannot be a 4, yet clearly it is better than a score point of 2, which would have simplistic support.

GRADE NINE EXAMPLES

MULTIPLE-CHOICE EXAMPLES

Below and on the following page are examples of grade 9 multiple-choice items, possible answers, and explanations as to why each possible response is correct or incorrect.

Standard Six: Goal Setting and Decision Making

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Performance Description

Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.

TEST QUESTION: Which of the following must be considered when a person chooses physical fitness activities?

A. selecting activities that cover each part of fitness

A. Incorrect. Considering the availability of option D, this option is not the appropriate choice. Selecting activities for each part of fitness is only one consideration in choosing physical fitness activities.

B. emphasizing health-related fitness

B. Incorrect. Again, with option D available, this option is considered incorrect because emphasizing health-related fitness is only one consideration in choosing physical fitness activities.

C. finding activites that are enjoyable

C. Incorrect. As with options A and B, finding activities that are enjoyable is only one consideration in choosing physical fitness activities.

D. all of the above

D. Correct. Selecting activities that cover each part of physical fitness, emphasizing health-related fitness, and finding activities that are enjoyable must all be considered when a person chooses physical fitness activities.

Grade Nine Examples

Standard Three: Practice Health-Enhancing Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Description

Analyze personal health habits to determine health strengths and risks.

TEST QUESTION: In trying to save energy you should do all of the following EXCEPT

A. run hot water only when needed.

A. Incorrect. Running hot water only when needed saves the energy needed to heat cold water to replace the hot water used.

B. run the TV when you are not in the room.

B. Correct. Running the TV when you are not in the room wastes energy.

C. keep the doors and windows near the thermostat closed.

C. Incorrect. Keeping doors and windows near the thermostat closed will keep drafts from starting the furnace unnecessarily.

D. cook on top of the stove instead of in the oven when possible.

D. Incorrect. Cooking on top of the stove instead of in the oven saves heating a larger space, which takes more energy.

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RHODE ISLAND

STATE ASSESSMENT PROGRAM

1999

Health Education Performance Assessment

Guide to Interpretation

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Acknowledgments

Development and implementation of the Rhode Island Health Education Performance Assessment have been collaborative efforts since the introduction of health education in 1986 to the State Assessment Program. Educators, administrators, parents, school-nurse teachers, health-care providers, and representatives of higher education and the community joined with staff from the Department of Education to develop open-ended performance assessment items at grades 5 and 9.

The 1999 Health Education Performance Assessment is based on the *Rhode Island Common Core* and the Rhode Island Health Education Framework, *Health Literacy for All Students*. The Rhode Island Department of Elementary and Secondary Education recognizes and thanks all those who participated in the development of the assessments.

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GRADE 5

Question 1, Open-Ended

Score of 4 8

Score of 3 9

Score of 2 10

Score of 1 11

Question 2, Open-Ended

Score of 4 12

Score of 3 12

Score of 2 13

Score of 1 14

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GRADE 9

Question 1, Open-Ended

Score of 4 17

Score of 3 18

Score of 2 19

Score of 1 20

Question 2, Open-Ended

Score of 4 21

Score of 3 22

Score of 2 23

Score of 1 24

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PURPOSE

The purpose of this *Guide to Interpretation* is to assist educators in understanding the links between performance assessment and classroom instruction. Because these assessments are fairly new and **all** grade 5 and grade 9 Rhode Island students participated in this type of assessment, information about the assessment and the use of assessment results is especially important for the educational community, parents and/or guardians, and students.

This *Guide to Interpretation* provides an overview of the Health Education Performance Assessment, an explanation of the scoring process, and the implications of performance assessment for classroom instruction.

HEALTH EDUCATION

About Health Education

Rhode Islanders agree that all students need to achieve and demonstrate high standards of learning. At this time, research indicates that today's young people are less healthy than those of recent generations. While there are many reasons for this, the result of poor health has tremendous ramifications for the individual and the country.

In order to improve students' present and future health status, students must be health literate. Health literacy is defined in the *National Health Education Standards* as "the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which are health-enhancing." (*Health Literacy for ALL Students*, page 6). A health-literate student would reflect Rhode Island's Common Core of Learning goals: to be a critical thinker, a responsible citizen, a self-directed learner, and an effective communicator.

Good health education employs a series of developmentally appropriate, culturally sensitive strategies to develop health literacy that:

- build an individual's capacity to obtain, interpret, and understand basic health information and services;
- encourage the ability to use such information and services in ways that are health enhancing;
- emphasize students' abilities to read, listen, and think critically; and
- equip young people with skills to distinguish fact from opinion and to analyze information carefully (*Health Literacy for ALL Students*, page 6).

Rhode Island's health education framework, *Health Literacy for ALL Students*, is a guide for teachers and curriculum developers that can help them help students achieve high standards of health literacy. It includes the health standards and discusses the connections among curriculum, instruction, and assessment. See http://www.ri.net/RIDE/health/healthindex.html for more information about the health education framework, instructional outcomes, or a health bibliography.

About the Health Education Performance Assessment

OVERVIEW

The Rhode Island Health Education Performance Assessment is administered in grades 5 and 9. It is an integral part of the quest for the achievement of high standards for **all** students. Students receive scores on their answers to eight open-ended (essay) and twenty-four multiple-choice items that reflect the health education standards as well as the eight content areas. (See Figure 1.)

Factors that guided the development of these assessments include the

- decision to create open-ended items, which go beyond selected-response or multiple-choice requirements;
- addition of selected-response or multiple-choice items to expand content coverage;
- alignment of items to *Health Literacy for ALL Students*, Rhode Island's Health Education Standards, and the Comprehensive Health Instructional Outcomes;
- development of items by a committee of knowledgeable teachers, administrators, test developers, parents, and staff from the Departments of Education and Health;
- expectation that **all** students need to reach higher standards and that some may need accommodations so that **all** students can participate equitably;
- establishment of a cadre of trained educators skilled in scoring essays to serve as resource persons in districts to strengthen the use and understanding of the Health Education Performance Assessment; and
- establishment of valid scoring procedures that address the integration of the many skills that the student may use to respond to a particular assessment item or question.

The results of the Health Education Performance Assessment are used to provide feedback to students and parents, inform and assist teachers in making instructional decisions, and demonstrate accountability to families, communities, and the state. It is a performance-based assessment that measures what students know and can do in an authentic context; that is, those situations encountered in real life.

These assessment items have been developed to provide students with an opportunity to demonstrate what they know and the skills they have gained in health education. Students' responses demonstrate what they know rather than what they do not know about health education.

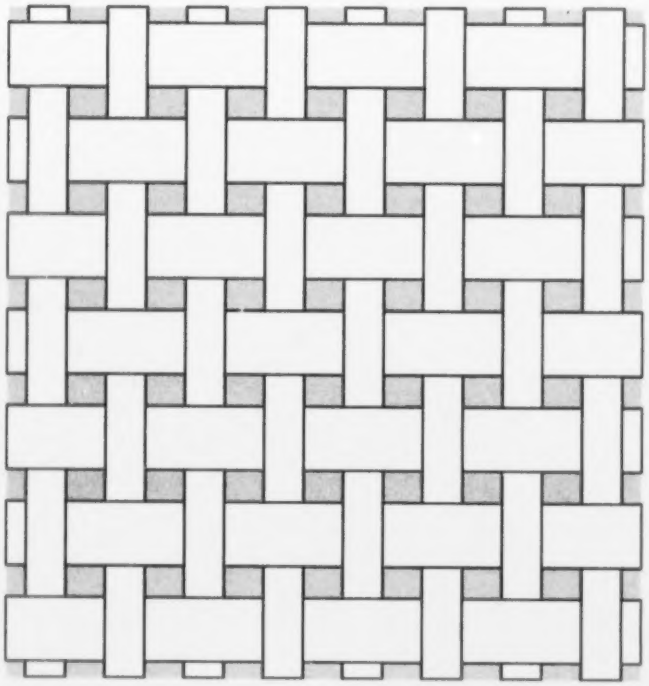
FIGURE 1: THE WEAVING OF CONTENT AND HEALTH EDUCATION STANDARDS

CONTENT

- Personal Health
- Mental and Emotional Health
- Injury Prevention and Safety
- Nutrition
- Sexuality and Family Life
- Environmental Health
- Disease Control and Prevention
- Substance Use and Abuse

STANDARDS

1. Health promotion and disease prevention concepts
2. Valid health information, products, and services
3. Health-enhancing and health risk-reducing behaviors
4. Influence of culture, media, and technology
5. Interpersonal communication skills
6. Goal-setting and decision-making
7. Personal, family, community, and environmental advocacy



Reference: *Health Literacy for ALL Students*, page 13.

ASSESSMENT DEVELOPMENT

Health Education Performance Assessment items have always been developed by educators and parents from around the state with the Department of Education and assessment contractors. Assessment items have been reviewed by a bias and sensitivity committee, piloted, and evaluated based on student responses. Based on those results, along with recommendations for revisions of items and the assistance of the assessment contractors, items were either kept or discarded.

The items in this Health Education Performance Assessment were developed using the following criteria:

- examples of real-life situations;
- grade-level appropriateness;
- variety of responses; and
- opportunities for students to demonstrate knowledge and skills.

All of the scored items on the Health Education Performance Assessment were selected after being piloted in a number of Rhode Island schools.

ASSESSMENT ADMINISTRATION

The Health Education Performance Assessment is administered over two consecutive days. Students are asked to respond to five open-ended questions and seventeen multiple-choice items each day. To help students do their best work on the Health Education Performance Assessments, a checklist card was distributed to students along with their test booklets. Students were encouraged to use this checklist card to check their work.

To ensure adequate coverage of health content, four forms were used. Each form contained ten open-ended questions, eight of which were common to all forms, and thirty-four multiple-choice questions, twenty-four of which were common. The results from the common items are given in student reports. They are also included on school and district reports.

The other items in each form are called pilot items. Each form has different pilot items. Statistics from each of these items will determine whether the item will be banked for future use or discarded.

During the testing period, if a student does not understand or is unable to read an item, he or she may ask the teacher for help. So that **all** children can participate in the health assessment, teachers assist students by providing a variety of accommodations.

There are five types of accommodations: setting, presentation, scheduling, timing, and response. Use of these accommodations should be consistent with normal classroom instruction. For examples of each type see "Student Participation and Assessment Accommodations" (Appendix A).

Overview

The Health Education Performance Assessment uses holistic scoring to score students' responses to open-ended questions. Holistic scoring, judging a student's work as a whole piece rather than counting errors, is used in performance assessment to determine an individual's knowledge of health content and skills related to healthful living.

A four-point holistic scoring guide has been developed. This general scoring guide (detailed in the "Scoring Criteria" section) provides descriptions of score points from 1 to 4. A score of NR (no response) was given for a response that was left blank. A list of potential responses to each item and a description of student work that would meet the performance standard are used to provide additional details for scorers. Students' papers exemplifying each score point are also selected.

Members of the Health Education Performance Assessment Development Committee participated in selecting student papers that best represented each score point on the scoring guide. Every score point has a range of achievement. These papers are called anchor papers and are described further in this section. The sessions were conducted by scoring staff representatives of Advanced Systems in Measurement and Evaluation (Advanced Systems). Working with the items from the Health Education Performance Assessments, participants applied the Rhode Island scoring guide to score, discuss, and reach consensus for anchor responses. These anchor papers served as examples to guide the development of training and the scoring of the remaining student responses.

Student responses were scored at Advanced Systems' scoring center in Dover, New Hampshire, using trained, qualified professional readers and quality assurance coordinators. Student responses received a single, holistic reading with a quality assurance coordinator check-scoring 20% of each reader's scoring output to monitor reader accuracy and reliability.

Spanish responses were scored by Advanced Systems' bilingual readers. Other foreign language and Braille student responses were translated into English for scoring.

Student responses to some of the open-ended items required further attention. These responses, called crisis papers, usually focus on significant problems the students may be facing. Copies of each crisis paper are sent to the Department of Education and to the appropriate district's superintendent with a letter recommending action be taken.

Multiple-choice (or selected-response) items were optically scanned at Advanced Systems and scored as either correct or incorrect.

Scoring Criteria

The criteria selected for use in scoring the open-ended items in the Rhode Island Health Education Performance Assessment were developed by the Rhode Island Health Education Performance Assessment Development Committee in consultation with specialists from Advanced Systems.

When a health paper is read by a scorer, that scorer or reader does not evaluate discrete or separate elements. The reader responds to what the whole piece communicates. In holistic scoring, the scorers do not penalize students for grammatical errors, but rather for including behaviors that are not health-enhancing or for responses that are inaccurate or incomplete. The reported scores in the Health Education Performance Assessment reflect a developmental level described in the scoring criteria that follow.

Every student's answers to each open-ended question in the health-performance assessment are read and scored by well-trained professional scorers. While the multiple-choice questions have one correct answer only, students can answer the open-ended questions in many ways. To ensure consistency between scorers, each scorer uses the four-point scoring guide below. The score points reflect, on a scale of 1 to 4, increasing levels of how well the student's answer demonstrated his/her knowledge of the content and his/her skill in applying that knowledge. A student's answer is assigned a score point based on which score description best fits it. A score of 3 on a health education open-ended assessment item means that the student has met the performance standard on which the item is based.

This scoring guide (sometimes called a rubric) was developed by a committee of Rhode Island educators and parents. Students are given credit for the work they submit. Students who attempt to respond to a question receive at least a 1 on that open-ended item.

Scoring Guide (Rubric)

SCORE	DESCRIPTION
4	• Selects information that is both health-enhancing and relevant to the task • Presents complete and accurate information in response to the task • Demonstrates an in-depth understanding of health concepts
3	• Selects information that is both health-enhancing and relevant to the task • Presents complete and accurate information in response to the task • Demonstrates an understanding of major health concepts
2	• Selects some information that is health-enhancing and relevant to the task • May present support that is simplistic or flawed • May demonstrate partial understanding of some health concepts and/or complete only part(s) of the task
1	• Selects information in an attempt to respond to the task • Presents limited information that may have little or no accuracy • May demonstrate minimal understanding of health-enhancing knowledge/skills

Two open-ended items and two multiple-choice items from the Spring 1999 Grades 5 and 9 Health Education Performance Assessment are included here, together with actual student responses that represent score points. These items reflect important health-education concepts needed in everyday life. They also illustrate the high expectations of students implicit in the Health Education Performance Assessment. Educators are encouraged to use these released items at relevant points in instruction so that students become more familiar with this kind of assessment.

For each open-ended item, the following information appears:

- the health education standard and performance description being measured (see Appendix B for the Rhode Island Health Education Standards);
- the item (or test question);
- the expectation for each score point;
- an actual student response at each score point; and
- for each response, an analysis of how the scoring guide criteria apply to the awarded score point.

The samples appear as the students wrote them. Anonymity has been preserved for the student, the school, and the district.

Each multiple-choice sample page includes:

- the health-education standard and performance description being measured;
- the item (or test question);
- the possible responses; and
- the rationale for why each option is correct or incorrect.

Grade 5 Open-Ended Examples

Below and on the following six pages are examples of two different grade 5 open-ended items. As you look at the samples of grade 5 Rhode Island students' answers, you can refer to the scoring guide on page 6. The student samples displayed here received scores of 4, 3, 2, and 1, respectively. You can see that it is a student's understanding of health information and his/her ability to apply that information to a real-life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

QUESTION 1

Standard Three: Health-Enhancing and Health Risk-Reducing Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Description

Develop injury prevention and management strategies for personal health.

TEST QUESTION: What important things should a person keep in mind when making a fire emergency plan for his/her home and family? Why is each of these things important?

SCORE OF 4: This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

What important things people should keep in mind while making an fire emergency escape plan for their family is where they'll get out of their house, they should have more than one exit, because one of the exits could be blocked during an emergency. Another thing is, once the family has gotten out of their home, they should have a special place where they meet outside of their home, like a tree or something. They should also have a working smoke alarm in almost every room in their home, so if there is a fire, the family will know when they hear the alarm. The family

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SCORE OF 4, CONTINUED

should also know, as soon as they know there's a fire, go to a neighbor's house and call the fire department, they should never go back into the house for anything while there is a fire inside. Finally, the family should know what to do if they are on fire, stop, drop, and roll. All these things are important, because if you did not know them, you could be killed in a fire.

ANALYSIS: This student's response is a 4 because it presents a fire emergency plan that demonstrates an in-depth understanding of how to escape a burning building, such as "a plan . . . where they'll get out of their house, . . . more than one exit, . . . a special place where they meet outside, . . . a working smoke alarm . . .", and a plan for calling the fire department from a safe place. Steps for escape follow a logical sequence and each is well explained. The explanation demonstrates the application of skills required to answer this question completely and accurately. The response goes on to tell the reader things that families should do and not do in the case of a fire.

This response is more than a 3 because it shows an in-depth understanding of the health concept and skills in the question.

SCORE OF 3: **This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.**

If you are planning an emergency plan for your home you half to have 2 ways or more to get out because if one exit is blocked than you would half to get to another one.

Pratice getting out of the house the way you planned because then you will know how to get out.

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SCORE OF 3, CONTINUED

Make sure the smoke detors work because if they dont you wont know if their is a fire in the house.

And have a meetting place, in case you get seporated you will all meet in the same place.

ANALYSIS: This student's response is a 3 because it demonstrates a complete and accurate understanding of how to escape from a burning building properly. Steps such as "have 2 ways or more to get out," "practice getting out," "make sure the smoke detors work," and "have a meetting place" are given and the rationale for the steps is explained.

SCORE OF 2: **This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills.**

A person should Keep in their mind they have to be ready in case they where in a real fire They should make an escape rout. They should make a place to meet. Also they should know to crowl on the ground so they can't smell the smoke. They should also know if they get fire on them they should stop drop and roll. A person should know not to

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SCORE OF 2, CONTINUED

Mess in fire at all. They Should also Know if they are Stuck in a room they Should make abt of noise, so the fire men can her them. I included that information because fire is an importan thing to know and be ready for.

ANALYSIS: This student's response is a 2 because it identifies steps needed for escape from a fire—"know to crowl on the ground," and "stop drop and roll,"—but does not fully explain a fire emergency plan. The response does not explain why the plan or steps are necessary except in one instance—"make a lot of noise, so the fire men can her them." That explanation is simplistic and demonstrates only a partial understanding of the question.

SCORE OF 1: **This student's work represents a response that demonstrates minimal understanding of health concepts and skills.**

They should keep in mind to KEEP Low and if you get caught on fire Stop drop & roll they should also have a fire extinqwisher near. They should also have a plan to get out of the fire.

ANALYSIS: This student's response is a 1 because although it mentions things to do in case of a fire—"keep low and if you get caught on fire stop drop and roll"—the question of things to keep in mind when making a fire emergency plan is not addressed. The understanding of fire safety is minimal.

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QUESTION 2

Standard Four: Influence of Culture, Media, and Technology

Students will analyze the influence of culture, media, technology, and other factors on health.

Performance Description

Demonstrate awareness of the influence of culture upon personal health behaviors.

TEST QUESTION: Explain how cigarette ads encourage young people to start smoking.

SCORE OF 4:

No student scored a 4 on this particular item.

SCORE OF 3: **This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.**

Cigarette ads encourage young people to start smoking by showing them alot. Then kids think, "Maybe I should try this. It seems to be popular." Then they start trying to get fake ID's so they can buy some.

Another way the ads encourage kids is to have catchey names or mascots like, "Camel," and, "B-Kool." When they see, "B-Kool," they think if they smoke it makes them cool, or when they see the camel mascot, they think, "Oh yeah. It's cool Lets go get some "Camel" cigarettes." The mascots influence them to be cool like the camels.

Another way the ads encourage kids are by the people in the

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SCORE OF 3, CONTINUED

ads or commercials. The people look good and have white fingernails and teeth. The kids think they can smoke and have good teeth. They also think that it's healthy, and it's not. That is what I think.

ANALYSIS: This student's response is a 3 because it completely and accurately explains how advertising lures young people into smoking. The response provides examples, including "showing them alot," "Then kids think 'maybe I should try this. It seems to be popular . . . ,'" using "catchy names or mascots," "it makes them [young people] cool," and "people [in the commercials] look good." This response explains the thinking process of young people and their reactions to the advertising techniques. However, the response does not have the depth it should for a 4 score point.

The response is clearly not a 2 because the examples given are not simplistic or flawed.

SCORE OF 2: **This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills.**

Cigarette adds show famous people smoking and saying how great it makes them feel.

Some companies use cartoon caracters to encourage young people to smoke because kids love to watch cartoons. An example is the camel that wears a black and white tuxcedo and advertises

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SCORE OF 2, CONTINUED

Camel cigarettes.
Children who think the people who advritise cigarettes are cool will think smoking is cool and then they will want to do it.

ANALYSIS: This student's response is a 2 because it describes specific ads, but does not fully explain the connection between young people and the cigarette ads. Only the last paragraph begins to provide an explanation: "Children who think the people who advritise cigarettes are cool will think smoking is cool and then they will want to do it." The response is not a 3 because the support is simplistic and shows only a partial understanding of the question.

SCORE OF 1: **This student's work represents a response that demonstrates minimal understanding of health concepts and skills.**

Cigarette ads convince yound people to smoke by saying it cool. Or to woman they say it makes your body look buitiful. To men they say it gets them big muscles or gets you gils fast. They also put famous people on tv or were ever they advertise in it. Famous people that young people look up to or someone they admire.

ANALYSIS: This student's response is a 1 because it is basically a list of techniques—"saying it cool, "makes your body look buitiful," "gets them big muscles or gets you gils fast"—with no explanation of how young people are enticed to smoke. Information is limited.

This response is not a 2 because it does not demonstrate even a partial understanding of the advertising techniques used.

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Sample Grade 5 Multiple-Choice Items

Below and on the following page are examples of grade 5 multiple-choice items, possible answers, and an explanation as to why each response is correct or incorrect.

QUESTION 3

Standard One: Body of Knowledge

Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.

Performance Description

Describe relationships between personal health behaviors and individual well-being.

TEST QUESTION:

People can get HIV / AIDS

A. from shaking hands with a person who has HIV / AIDS.	A. Incorrect. HIV / AIDS is not transmitted through shaking hands with a person who has HIV / AIDS.
B. from contact with the blood of a person who has HIV / AIDS.	B. Correct. HIV / AIDS is transmitted from contact with the blood of a person who has HIV / AIDS.
C. by sitting next to a person who has HIV / AIDS.	C. Incorrect. HIV / AIDS is not transmitted by sitting next to a person who has HIV / AIDS.
D. by hugging someone who has HIV / AIDS.	D. Incorrect. HIV / AIDS is not transmitted by hugging someone who has HIV / AIDS.

QUESTION 4

Standard Two: Valid Health Information, Products, and Services

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Performance Description

Demonstrate the ability to locate resources from home, school, and community that provide valid health information.

TEST QUESTION:

When families need health information, it is BEST if they listen to

A. their neighbors.	**A.** Incorrect. Neighbors do not necessarily have correct health information.
B. health product advertisers.	**B.** Incorrect. Health product advertisers are usually biased toward their own products.
C. their friends.	**C.** Incorrect. Friends do not necessarily have correct health information.
D. health professionals.	**D.** Correct. Health professionals are trained in the health field and usually have the best health information.

Grade 9 Open-Ended Examples

Below and on the following seven pages are examples of two different grade 9 open-ended items. As you look at the samples of grade 9 Rhode Island students' answers, you can refer to the scoring guide on page 6. The student samples displayed here received scores of 4, 3, 2, and 1, respectively. You can see that it is a student's understanding of health information and his/her ability to apply that information to a real-life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

QUESTION 1

Standard Three: Health-Enhancing and Health Risk-Reducing Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Description

Analyze personal health habits to determine health strengths and risks.

TEST QUESTION: Heart disease and cancer are the two leading causes of death for older Americans. What personal health behaviors can help young people reduce their risk of getting heart disease and cancer when they get older? Explain why these behaviors are important.

SCORE OF 4: This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

Since heart disease & cancer are leading causes of death for older Americans young people should take preventive measures. A preventive measure to reduce heart disease is to have a healthy diet and exercize regularly. If your family has a history of heart disease you should make your doctor aware, so he/she can check you regulary for symptoms. To reduce risks of cancer there are several preventive measures. One preventive measure is to check your family history for cancer. You should use sunblock when you are outdoors in the sun, to prevent skin

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SCORE OF 4, CONTINUED

cancer. A big preventive measure is to cut down on use or handling of carcinogenic materials. Some examples are cigar & cigarette smoking, 2nd hand smoke, stay away from dioxin contaminated areas. If you follow these tips you should cut down your risks

ANALYSIS: This student's response is a 4 because it identifies taking "preventive measures" such as having "a healthy diet and exercize regularly" as strategies to reduce a young person's risk of developing heart disease later in life. Similarly, "several preventive measures" are given to reduce the risk of cancer. These include using "sunblock" and "cutting down on use or handling of carcinogenic materials," followed by a list of carcinogens. Additionally, the student notes the importance of knowing one's family history and having regular check-ups by a physician as important strategies to reduce their risk factors. This response is complete and accurate and demonstrates an in-depth understanding of the knowledge and skills needed to answer this question.

SCORE OF 3: **This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.**

Some simple everyday precautions can help prevent cancer and Heart disease in ~~your~~ the future of young Americans. Eating correctly and exercising can help prevent heart disease, because over all they improve your health, and strengthen your heart. not smoking can help prevent lung cancer because smoking definitely causes lung cancer. Wearing sun screen during all seasons, even when it is cold out, or hazy can help prevent skin cancer. This is because

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SCORE OF 3, CONTINUED

people often get sun burned when they least expects it such as during exersize, in the winter, while walking around, or on cloudy, overcast days. These simple everyday tasks will prevent Cancer and Heart disease in the future of many Americans lives.

ANALYSIS: This student's response is a 3 because it identifies "eating correctly" and "exersizing" as health-enhancing strategies to "help prevent heart disease." It also notes that "not smoking" and "wearing sun screen" are strategies to reduce the risks of getting cancer. The response is complete and accurate. It demonstrates an understanding of major health concepts and the skills to apply that knowledge. While it does not display the depth required for a score point 4, it clearly is not a 2 because the support given is neither simplistic nor flawed.

SCORE OF 2: **This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills.**

Heart disease and cancer kill many adult Americas every year, but there are many ways young people can reduce their risk of developing these diseases. Young people should keep a healthy diet, get exercise, maintain a healthy weight, wear sunscreen outside, and not smoke to help reduce their risks later. All these behaviors are proven to help lower the risks of getting heart disease and cancer.

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SCORE OF 2, CONTINUED

ANALYSIS: The previous response is a 2 because it lists behaviors, "keep a healthy diet, get exercise, mantain a healthy weight, wear sunscreen outside, and not smoke," but does not explain how or why those behaviors help lower risks for both heart disease and cancer. This demonstrates a partial understanding of the question. It cannot be a 3 because the explanation is limited.

SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of health concepts and skills.

young people should exercise more often rather than just sitting around the house doing nothing. And they should eat more healthy foods and less junk food.

ANALYSIS: This student's response is a 1 because it identifies "exercise more often" and "eat more healthy foods," but does not explain how these activities enhance one's health. There is no way of knowing if the student understands what these behaviors **do** to enhance health. This response cannot be scored higher than a 1 because it presents limited information with no explanation or support.

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QUESTION 2

Standard One: Health Promotion and Disease Prevention Concepts

Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.

Performance Description

Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

TEST QUESTION: Terry's classmate drank two cans of beer before coming to school. Period 1 is mathematics and period 2 is physical education. What kinds of alcohol-related problems might Terry observe his classmate having in these classes? Explain what alcohol does in the body to cause people to act differently.

SCORE OF 4: This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

Alcohol is a depressant. This means it slows down your body functions. The heart rate can slow down and the way the body acts to stimulants, it's reflexes, slow down too. This lasts until your liver neutralizes the alcohol in your system. In period 1, mathematics, Terry may observe his friend slurring his speech. His friend's thinking will also be affected, so he may get wrong answers to questions. His friend may also seem to nod off because his body's systems will be slowing down. In period 2, Gym, Terry will witness his friend walking in an unbalanced way Alcohol can make you uncoordinated too. If they are playing a ball game, Terry's classmate might not be able to catch the ball. Also, if Terry saw his classmate later on, he might see him sick and throwing up, as a result from hangover.

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SCORE OF 4, CONTINUED

ANALYSIS: The previous response is a 4 because it provides a comprehensive discussion of the physiologic manifestations of alcohol on the specific body systems, beginning with "alcohol is a depressant," and going on to explain how it affects the "heart rate" and "reflexes," and how the "liver neutralizes the alcohol." The complete and accurate information related to the effects of alcohol on a student, "slurring his speech," "thinking will also be affected," "nod off," "walking in an unbalanced way," "make you uncoordinated," and "sick and throwing up as a result from hangover" shows in-depth understanding of the health concepts.

SCORE OF 3: This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

- stumbling around when running in gym
- not able to catch balls
- not being able to think about simple math problems
- thinking slow
- slurred speech

Alcohol is a depressant. It makes you tired and droopy-eyed. It also slows down your heart-rate + blood pressure. Alcohol makes your reflexes slower and it makes you think slower. It also makes you numb so you can't talk right and you can't hear yourself so it can make you talk loud. It also destroys your liver.

ANALYSIS: This student's response is a 3 because it presents complete and accurate information as it lists the kinds of alcohol-related problems Terry might observe in his classmate. The list, "stumbling around when running in gym," "not able to catch balls," "not being able to think about simple math problems," "thinking slow," and "slurred speech" provides a description of what Terry might see. The description of the effects of alcohol on the body—"makes you tired and droopy-eyed," "slows down your heart-rate and blood pressure," "makes your reflexes slower," and "makes you think slower"—is good, but it needs explanation. Alcohol does not reduce one's ability to hear. It reduces one's inhibitions and, therefore, the student may talk more loudly than normal. Overall, the response demonstrates an understanding of major health knowledge. Because of the minor flaw this response cannot be a 4, yet clearly it is better than a score point of 2, which would have simplistic support.

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SCORE OF 2: This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills.

Alcohol dulls the sences Terri's classmate would probaly not be focused in per. 1 math. He would space out and not pay attention If there were a test, he would probably flunk it.

In gym per. 2, he wouldn't be very athletic. He would have a hard time running or following any game If they were playing basketball he wouldn't be able to dribble, forget shooting. And if they were playing football he wouldn't know where to throw the ball or be able to catch it.

In vollyball he wouldn't be able to serve or spike. A once good player would really be bad. It should be obvious to a coach that when a player changes so drastically, something is definatly up

ANALYSIS: This student's response is a 2 because it presents a long repetitive list—"space out and not pay attention," "wouldn't be very athletic," and "would have a hard time running or following any game . . ."—of alcohol-related problems that Terry may observe in his classmate. All examples related to gym class refer to a lack of coordination. The examples given for problems in math class show a lack of concentration. The explanation is vague. The student demonstrates a partial understanding of the health concepts. This response cannot be a 3 score point because it does not clearly address the second part of the question. It is better than a 1 because it shows some understanding of short-term effects of alcohol abuse and is accurate, but it is incomplete.

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SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of health concepts and skills.

If the classmate drinks alot or enough to drink two cans and not get a buzz, the kid will be fine. If the classmate does not drink all the time, Terry's classmate could be stumbling around, not understand a problem in math that is easy as addition, or even act like a clown. There are many different ways people can act when a person is drunk. How drunk you get depends on how much you drink, the proof, if you have experience, and your weight.

ANALYSIS: This student's response is a 1 because it presents information that is **not** health-enhancing. While some of the problems related to alcohol abuse—"stumbling around, not understand a problem . . . or even act like a clown"—are realistic, the writer seems to be encouraging the reader to drink more to build up a tolerance to the effects of alcohol. "If a classmate drinks alot or enough to drink two cans and not get a buzz, the kid will be fine" and "how drunk you get depends on how much you drink, the proof, if you have experience, and your weight."

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Sample Grade 9 Multiple-Choice Items

Below and on the following page are examples of grade 9 multiple-choice items, possible answers, and an explanation as to why each possible response is correct or incorrect.

QUESTION 3

Standard Six: Goal Setting and Decision Making

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Performance Description

Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.

TEST QUESTION:

Which of the following must be considered when a person chooses physical fitness activities?

A. selecting activities that cover each part of fitness	**A.** Incorrect. Considering the availability of option D, this option is not the appropriate choice. Selecting activities for each part of fitness is only one consideration in choosing physical fitness activities.
B. emphasizing health-related fitness	**B.** Incorrect. Again, with option D available, this option is considered incorrect because emphasizing health-related fitness is only one consideration in choosing physical fitness activities.
C. finding activites that are enjoyable	**C.** Incorrect. As with options A and B, finding activities that are enjoyable is only one consideration in choosing physical fitness activities.
D. all of the above	**D.** Correct. Selecting activities that cover each part of physical fitness, emphasizing health-related fitness, and finding activities that are enjoyable must all be considered when a person chooses physical fitness activities.

QUESTION 4

Standard Three: Health-Enhancing and Health Risk-Reducing Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Description

Analyze personal health habits to determine health strengths and risks.

TEST QUESTION:

In trying to save energy you should do all of the following EXCEPT

A. run hot water only when needed.

A. Incorrect. Running hot water only when needed saves the energy needed to heat cold water to replace the hot water used.

B. run the TV when you are not in the room.

B. Correct. Running the TV when you are not in the room wastes energy.

C. keep the doors and windows near the thermostat closed.

C. Incorrect. Keeping doors and windows near the thermostat closed will keep drafts from starting the furnace unnecessarily.

D. cook on top of the stove instead of in the oven when possible.

D. Incorrect. Cooking on top of the stove instead of in the oven saves heating a larger space, which takes more energy.

Reporting of Scores

Health Education Performance Assessment results are provided in four formats:

- Student Reports
- Class, School, and District Summary Reports
- Class Roster and School Roster Reports
- School, District, and State Level Participation Reports

STUDENT REPORTS

Each child receives a Student Report and a copy of the *Health Education Performance Assessment Interpretation Guide for Families*. An example of the grade 5 student score report appears on the following page. The layout for the grade 9 student score report is the same. (See Appendix C for a sample Grade 9 student report.) The interpretation guide is sent home with each student's score report so parents and/or guardians will know their child's level of achievement on the health education standards.

Each student's performance level is determined from the total of his/her scores on the common items of the Grade 5 or Grade 9 Health Education Performance Assessment.

Having a standard of performance that will be expected of **all** students is the ambitious and challenging target central to Rhode Island's educational reform agenda. The Board of Regents has approved the establishment of the **Achieved the Standard** level as the **standard** for all of Rhode Island's children.

Both the educator and parent and/or guardian should be aware that the score of the Health Education Performance Assessment is only one indicator of a student's health education ability and should be used in combination with other information about a student's health education achievement. The Health Education Performance Assessment is best viewed as a good starting point in the identification of students' health knowledge and skills.

CLASS, SCHOOL, AND DISTRICT SUMMARY REPORTS

These reports summarize by class, school, and district the same information provided in the Student Report. The format for all of these reports is the same.

The Rhode Island Health Education Standards are printed on the reverse side of all the reports.

CLASS ROSTER AND SCHOOL ROSTER REPORTS

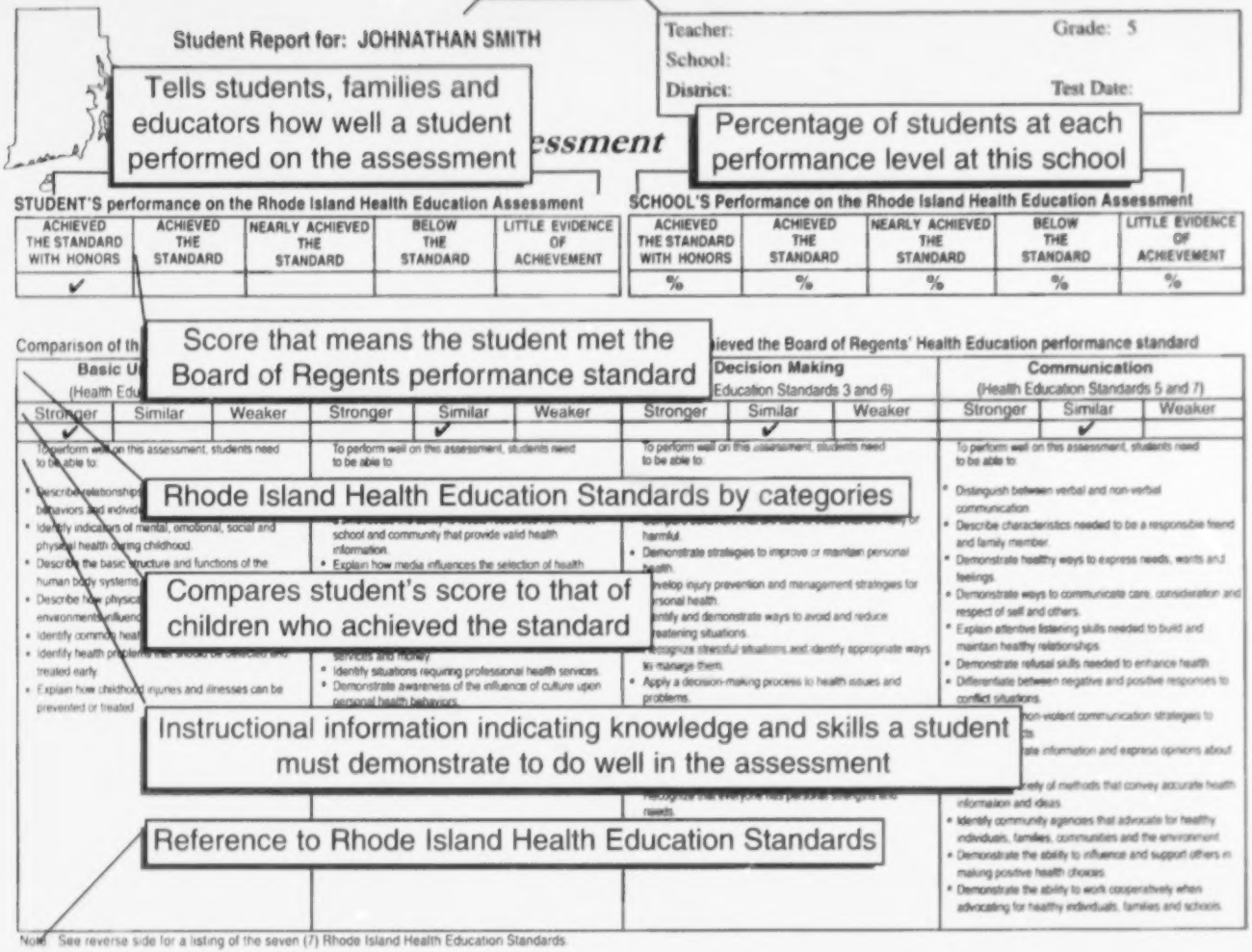
Class rosters and school rosters are reports that alphabetically list students and their performance levels.

SCHOOL, DISTRICT, AND STATE LEVEL PARTICIPATION REPORTS

These reports summarize by school, district, and state level the number and percent of students meeting the performance standard, the number of students tested, those tested without accommodations, those tested with accommodations, those not tested, and the total number of students.

These reports are sent to the principal of each school for dissemination.

FIGURE 2: GRADE 5 STUDENT LEVEL REPORT


Identifying information
Student Report for: JOHNATHAN SMITH
Teacher:
Grade: 5
School:
District:
Test Date:
Tells students, families and educators how well a student performed on the assessment
Percentage of students at each performance level at this school
STUDENT'S performance on the Rhode Island Health Education Assessment
SCHOOL'S Performance on the Rhode Island Health Education Assessment
ACHIEVED THE STANDARD WITH HONORS
ACHIEVED THE STANDARD
NEARLY ACHIEVED THE STANDARD
BELOW THE STANDARD
LITTLE EVIDENCE OF ACHIEVEMENT
%
Score that means the student met the Board of Regents performance standard
Rhode Island Health Education Standards by categories
Compares student's score to that of children who achieved the standard
Instructional information indicating knowledge and skills a student must demonstrate to do well in the assessment
Reference to Rhode Island Health Education Standards
Basic U
Decision Making
Communication
(Health Education Standards 5 and 7)
Stronger
Similar
Weaker
Note: See reverse side for a listing of the seven (7) Rhode Island Health Education Standards.

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Using the Performance Assessment Results—Implications for Instruction

Because the assessment tells teachers what students know and are able to do in health education, it is important to review the assessment results to determine what curriculum, instruction, and assessment revisions might be needed. If a majority of students are not achieving the standard or achieving the standard with honors, teachers of health need to look at their schools' K–12 health education curriculum to see if it is aligned with the Rhode Island Health Education Standards and performance descriptions/instructional outcomes.

At the classroom level, teachers need to examine their instructional units and assessment strategies. Are their instructional units and assessments standards-based? Are they using a variety of approaches (e.g., dialogue, role-play, group projects, and discussion, as well as mastery learning, cooperative learning, and peer coaching)? Is the students' progress toward meeting the standards demonstrated by performance-based tasks? Are examples of student work that meet the standard available so that students have the opportunity to examine good work? Do students know what standard(s) they are working on? Do they have a rubric (scoring guide) so they know what criteria they have to meet in order to achieve the standard?

Figure 2 is an example of a standards-based lesson. Note that the student work gives them the opportunity to demonstrate (perform) that they can communicate in a health-enhancing way. The standards and related performance descriptions are listed in the left-hand column. The rubric in the right-hand column clearly outlines what the student must do to meet or exceed the standard. Note that the rubric in this example is a combination of the general health education rubric and the specifics relevant to this particular student task.

Students who know the target(s) have a better chance of hitting them. Rubrics allow the students to assess their own work and determine for themselves whether or not their work meets the standard.

As a way of familiarizing students with standards and rubrics, teachers of health could post them in their rooms. (See Rhode Island Health Education Standards, Appendix B, or call the Department of Education at 222-4600, ext. 2368, or ext. 2106 for copies.)

Good assessment is built on current theories of learning and cognition and grounded in views of what skills and capabilities students will need for future success. The challenge is to make them appropriate to the task.

Not all assessments need to be performance-based. The assessment should be appropriate to the task. For instance, if teachers want to find out if students know the food pyramid, they can give a simple quiz. However, if teachers want to assess students' ability to analyze or create a monthly school lunch menu for nutritional balance using the pyramid, a rubric is appropriate. There is a variety of assessments possible, including portfolios and demonstrations as well as traditional norm-referenced tests (e.g., multiple-choice, true/false, fill in the blanks).

The state assessment is standards-based. For **all** students to achieve high standards, health education curriculum must be aligned to the standards, and classroom instruction and assessment must also become standards-based.

FIGURE 3: HOW CAN I SAY NO EFFECTIVELY?

Standard(s)	*Type of Student Work: Problem Solving*	*Criteria*
Student will demonstrate the ability to use interpersonal communication skills to enhance health. *Performance Descriptions:* 1. Demonstrate effective verbal and nonverbal communication skills to enhance health. 2. Demonstrate refusal and negotiation skills needed to enhance health.	Role-play with a partner a situation where one partner uses refusal skills. *At a Party:* Setting the stage: You are at a party with someone you like and have gone out with a few times. The party is at a friend's house and his/her parents are gone. A lot of kids are getting high and some couples are leaving—maybe to have sex. You don't want to have sex and don't want to leave the party. Your date speaks first. Person 1: Let's get out of here so we can talk—it's too crowded. Person 2: Person 1: I just want to be with you. This is our chance. Person 2: Person 1: I've been looking forward to this night with you—please don't spoil it. Person 2: Person 1: If I'd known you'd be like this, I wouldn't have come here with you. Person 2: Person 1: I really thought you were going to be a lot of fun. Person 2: Person 1: Don't worry. I'm not going to do anything. C'mon, let's go. Person 2:	Student demonstrates the ability to use refusal and negotiation skills when dealing with sexuality issues. Student demonstrates the ability to use several ways to refuse pressure by another person to engage in sexual activity. *Rubric:* SCORE POINT 4—ACHIEVED THE STANDARD WITH HONORS Selects information that is both health enhancing and relevant to the task Presents complete and accurate information in response to the task Demonstrates an understanding of health concepts Offers additional insights or alternative solutions *SPECIFICS—Student uses clear "I" messages, respectful tone, and firm voice; makes eye contact, says no; repeats refusal; suggests many creative alternatives (verbal).* *Has serious expression; uses gestures to emphasize points; sits or stands straight (nonverbal).* SCORE POINT 3—ACHIEVED THE STANDARD Selects information that is both health enhancing and relevant to the task Presents complete and accurate information in response to the task Demonstrates an understanding of health concepts *SPECIFICS—Student uses clear "I" messages, respectful tone, and firm voice; makes eye contact; says no; repeats refusal; suggests some alternatives (verbal). Has serious expression; uses gestures to emphasize points; sits or stands straight (nonverbal).* SCORE POINT 2—ALMOST THERE, NEEDS MORE TIME Presents most of the information to respond to the task but may leave out some details or have some inaccuracies May list information without demonstrating an understanding of health concepts. *SPECIFICS—Student's "I" messages may not be clear; respectful tone and firm voice are lacking; does not make eye contact; says no but does not repeat refusal, or suggests few alternatives (verbal). Student may not have a serious expression or use gestures to emphasize points; may not sit or stand straight (nonverbal).* SCORE POINT 1—NEEDS MORE TEACHING Attempts to respond to the task Presents limited information with little or no accuracy May not take a health enhancing position *SPECIFICS—Student's "I" messages are not clear or are omitted; respectful tone and firm voice are lacking; does not make eye contact; says no but does not repeat refusal or suggest alternatives (verbal). Student does not have a serious expression or use gestures to emphasize points; does not sit or stand straight (nonverbal).*

Lesson created by Marcia A. Campbell, Rhode Island Department of Education
Format adapted from National Center for Education and the Economy
Student work adapted from *Reducing the Risk*

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SUMMARY

The goals of this *Guide to Interpretation* are to describe to educators the Health Education Performance Assessment and how it is scored, provide some examples of student work, and discuss some implications for classroom instruction.

The Health Education Performance Assessment has for its goals the increased and improved instruction of health education. Enhanced instruction will foster healthier students who will attain higher educational achievement, maintain a higher level of health, and contribute to the state's economic and social well-being. Results from these Health Education Performance Assessments will provide feedback to parents and/or guardians and assist in classroom instruction for educators.

This assessment was development by Rhode Island educators, administrators, parents, and staff from the Department of Education. It provides evidence of our progress toward reaching the Board of Regents' goal that **ALL students reach high standards**.

Student Participation and Assessment Accommodations

Several federal and state laws now stipulate that schools must demonstrate accountability for the achievement of **all** students. School progress in increasing the achievement levels of all students is partially documented by improvements in assessment results.

Accommodations make participation of virtually all students possible. Accommodations do not provide an advantage to those students receiving them, but simply remove barriers to participation. Assessment accommodations allow students to show more accurately what they know and can demonstrate on the assessment. Any student may have an accommodation that is part of his/her on-going instructional program but that **does not** violate the purpose of this assessment; students do not have to be in special programs to receive accommodations.

This appendix provides information about the participation of students with disabilities and the participation of students who are in Limited English Proficiency (LEP) programs. Only IEP and 504 teams can determine the accommodations a child with disabilities may receive, and only accommodations that do not invalidate the test are allowed.

Page A–6 contains information about the eligibility criteria for Alternate Assessment for students with severe disabilities. All eight criteria must be met if a student is to be excluded from testing. While the Alternate Assessment will not be in effect until 2001, the criteria may be useful in determining if a very small number of students may be excluded from the 1999 State Assessment Program.

OPTIONAL CLASSROOM TEACHER WORKSHEET

ACCOMMODATIONS FOR INSTRUCTION, TEST AND ASSIGNMENTS

STUDENT: _____

SUBJECT: _____

DATE: _____

DIRECTIONS: Use this worksheet to document the accommodations used during Instruction (I), on classroom tests (T), and on assignments (A)

ACCOMMODATIONS	USED DURING INSTRUCTION (I) TEST (T) ASSIGNMENTS (A)	RHODE ISLAND PERFORMANCE ASSESSMENTS		NEW STANDARDS REFERENCE EXAMINATIONS	
		WRITING	HEALTH	ELA*	MATHEMATICS
SETTING					
PRESENTATION					
SCHEDULING					
TIMING					
RESPONSE					

*ELA = English Language Arts

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RHODE ISLAND STATE ASSESSMENT PROGRAM, SPRING 1999
SUMMARY OF HEALTH EDUCATION PERFORMANCE ASSESSMENT ACCOMMODATIONS

CODE	ACCOMMODATIONS	*HEALTH EDUCATION*
	SETTING	
11	Alternate location: individual, small group, one-to-one with support	Y
12	Environmental: lighting, adaptive furnishing	Y
13	Environmental: minimal distractions, noise buffers, special acoustics	Y
14	Preferential seating	Y
	PRESENTATION	
21	Audiotape	Y
22	Braille edition	Y
23	Large print	Y
24	Oral administration of assessment	Y
25	Oral administration of assessment in another language	Y
26	Directions: signed, repeated, simplified, clarified	Y
27	Audio: amplification devices, hearing aids	Y
28	Visual aids: magnification devices, templates to reduce visible print; key words or phrases in directions highlighted	Y
	SCHEDULING	
31	Specific time of day/days	Y
32	Subtests in different order	N/A
	TIMING	
41	Extended time (beyond recommended actual testing time)	Y
42	Flexible schedule-extended test sessions over several days	Y
43	Frequent breaks during testing	Y
	RESPONSE	
50	Use brailler, word processor, computer, typewriter	Y
51	Oral response into tape recorder transcribed into written English	Y
52	Use of scribe (transcription of student's writing)	Y
53	Signed response written verbatim by test administrator	Y
54	Communication device	Y
55	Pencil grips, large diameter pencil	Y
56	Paper secured to work area with tape/magnets	Y
57	Resources: dictionaries, thesaurus, word banks, glossaries, spell checkers, etc.	NO
58	Oral or written response in language other than English	Y

Adapted from Thurlow, M.L., Elliott, J.E., and Ysseldyke, J.E. (1998) *Testing students with disabilities: Practical strategies for complying with state and district standards*. Thousand Oaks, CA: Corwin Press

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RHODE ISLAND STATE ASSESSMENT PROGRAM 1999

POLICY ON LEP STUDENT PARTICIPATION

		English Proficiency Level		
		Beginning	Intermediate	Advanced
RI Performance Assessments	WRITING	Excluded one time only from all assessments due to classification	Tested, but scores are sheltered for one testing cycle	Tested with scores aggregated into summary reports
RI Performance Assessments	HEALTH EDUCATION			
New Standards Reference Exams	ENGLISH LANGUAGE ARTS			
New Standards Reference Exams	MATHEMATICS			

Please note:

- Students classified at the intermediate level of English language proficiency **will** be included in the appropriate grade testing cycle; however, the test results of these students will be "sheltered," that is, the student will take the exam, but the results will be withheld from summary, disaggregation, and school reports. Test results may be used by the local system and the family with the understanding that they only provide program information that may inform educational programs relative to the student's needs. The number of students in the sheltered category will be submitted to the state and reported publicly. Scores for students at the intermediate level will be sheltered for one test cycle only.
- Those students classified as advanced will participate in all assessments and the results will be aggregated into the general data.
- Students may receive general accommodations as appropriate.

Note: English Level Proficiency designations are to be given to students currently in LEP (Limited English Proficiency) Programs. Students who have **exited** an LEP program within the last two years are coded as "monitored."

Source: ESL standards for Pre-K–12 students, TESOL, 1997

TESOL ESL Proficiency Levels

(TO BE CODED FOR ALL ASSESSMENTS IN THE STATE ASSESSMENT PROGRAM)

The ESL standards are constructed to show growth in knowledge of the English language and accommodate the language and academic needs of any beginning level student entering the school system at any level.

BEGINNING LEVEL

At this level, students initially have limited or no understanding of English. The students rarely use English for communication. They respond nonverbally to simple commands, statements, and questions. As their oral comprehension increases, they begin to imitate the verbalizations of others using single words or simple phrases and begin to use English spontaneously. At the earliest stages, they construct meaning primarily from nonprint features, e.g., illustrations, maps, etc. As they begin to construct meaning from text, the construction is frequently incomplete. They begin to generate simple texts that reflect their level of syntax. Such texts contain a significant amount of nonconventional features (invented spellings, grammatical anomalies, drawings, and native language patterns).

INTERMEDIATE LEVEL

At this level, students understand more complex speech, but still may require some repetition. They acquire a vocabulary of stock words and phrases applicable to many daily situations. They use English spontaneously, but still may have difficulty expressing thoughts due to restricted vocabulary and a limited command of language structure. At this level students speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. They also may have some trouble comprehending how to produce complex structures and academic language.

Proficiency in reading varies considerably depending upon the learner's familiarity and prior experience with themes, concepts, genre, characters, and so on. They are obviously most successful constructing meaning from texts for which they have background knowledge to draw upon. They are able to generate more complex, varied and coherent texts than beginners, but these texts often contain considerable numbers of nonconventional features.

ADVANCED LEVEL

At this level, students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty understanding and using some idioms, figures of speech, and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract concepts.

Students at this level may read with considerable fluency and are able to locate and identify facts within a text. They may not, however, understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems. They produce texts independently for personal and academic purposes. Structures, vocabulary, and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

Criteria for Student Eligibility in Alternate Assessment

Alternate Assessments, when implemented in 2001, will be only for students who meet all of the criteria below. If you are currently working with such a student, you may exclude this student from the Spring 1999 State Assessment. Please complete the demographics portion of an answer booklet for the student.

Student Name: _____ DOB _____ Date: _____

To be eligible for alternate assessment the IEP Team has reviewed all important information about the student over years and settings (i.e., school, home, community) and has determined and documented that the student meets all the following criteria.

1. Yes ___ No ___ The student has a current IEP dated _____.
2. Yes ___ No ___ The student's general cognitive functioning and adaptive behavior in home, school, and community are significantly below age expectations, even with program modifications and adaptation.

   DOCUMENTATION_____
3. Yes ___ No ___ The student requires "intensive supports and continuous instruction" in multiple settings to acquire, apply, and transfer skills necessary to function in home, school, and community.

   DOCUMENTATION_____
4. Yes ___ No ___ The student's level of educational performance is not primarily the result of excessive or extended absence, visual or auditory use, emotional behavioral disabilities, specific learning disabilities, or social, cultural, economic, or language differences.

   DOCUMENTATION_____
5. Yes ___ No ___ The student is unable to acquire academic skills "of the general curriculum frameworks" at age-appropriate minimal competency levels.

   DOCUMENTATION_____
6. Yes ___ No ___ The student is unable to apply skills "in home, school, and community" without intensive frequent and individualized instruction in multiple settings.

   DOCUMENTATION_____
7. Yes ___ No ___ The members of the IEP team agree that the student is eligible for the Alternate Assessment and should be excluded from the regular State Assessment.

   DOCUMENTATION_____
8. Yes ___ No ___ Students' eligibility for Alternate Assessment is documented on the IEP.

   DOCUMENTATION_____

Rhode Island Health Education Standards

> "All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform education institutions—and society—so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and love of freedom."
> —*Bell Hooks, Teaching to Transgress*

Welcome to the Standards

As previously stated, this document was built on the 1995 National Health Education Standards. This adaptation is reflected in the use and adherence to the original format used in the National Standards. Each standard is accompanied by a rationale and a list of performance descriptions that state what students should know and be able to do at different stages of their health education.

Rhode Island's Health Education Standards

Standard One: Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.

Standard Two: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Standard Three: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Standard Four: Students will analyze the influence of culture, media, technology, and other factors on health.

Standard Five: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard Six: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Standard Seven: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Note: Appendix B is from *Health Literacy for ALL Students*, the Rhode Island Health Education Framework.

APPENDIX B

STANDARD 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Rationale: Basic to health education is a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body, and the prevention of diseases and other health problems. Experiencing the interconnectedness of physical, mental, emotional, and social changes as one grows and develops provides a self-contained "learning laboratory." Comprehension of health-promotion strategies and disease prevention concepts enables students to become health-literate, self-directed learners and establishes a foundation for leading healthy and productive lives.

Student Performance Descriptions: As a result of health instruction, students will:

Kindergarten–Grade 4	Grades 5–8	Grades 9 & 10	Grades 11 & 12
1. Describe relationships between personal health behaviors and individual well-being.	1. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.	1. Analyze how behavior can impact health maintenance and disease prevention.	1. Analyze the interrelationships of mental, emotional, social, and physical health throughout life.
2. Identify indicators of mental, emotional, social, and physical health during childhood.	2. Describe the interrelationship of mental, emotional, social, and physical health during adolescence.	2. Describe the interrelationships of mental, emotional, social, and physical health throughout young adulthood.	2. Analyze how the family, peers, community, and environment influence public health.
3. Describe the basic structure and functions of the human body systems.	3. Explain how health is influenced by the interaction of body systems.	3. Analyze the impact of personal health behaviors on the functioning of body systems.	3. Describe how to delay onset and reduce risks of potential life-long health problems.
4. Describe how physical, social, emotional, and family environments influence personal health.	4a. Describe how family, peers, and environment influence the health of adolescents. 4b. Analyze how environment and personal health are interrelated.	4. Analyze how the family, peers, community, and environment influence the health of individuals.	4a. Analyze how public health policies and government regulations influence health promotion and disease prevention. 4b. Analyze how the public influences the development of public health policy and government regulations.
5. Identify common health problems of children.	5. Describe ways to reduce risks related to early adolescent health problems.		
6. Identify health problems that should be detected and treated early.	6. Explain how appropriate health care can prevent premature death and disability.		
7. Explain how childhood injuries and illnesses can be prevented or treated.	7. Describe how lifestyle, family history, pathogens, and other risk factors are related to the cause or prevention of disease and other health problems.		

STANDARD 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Rationale: Critical thinking involves the ability to identify valid health information and to analyze, select, and access health-promoting services and products. Applying the skills of information analysis, organization, comparison, synthesis, and evaluation to health issues provides a foundation for individuals to move toward becoming health-literate consumers, potential health-care providers, and responsible, productive citizens.

Student Performance Descriptions: As a result of health instruction, students will:

Kindergarten–Grade 4	Grades 5–8	Grades 9 & 10	Grades 11 & 12
1. Identify characteristics of valid health information and health-promoting products and services. 2. Demonstrate the ability to locate resources from home, school, and community that provide valid health information. 3. Explain how media influences the selection of health information, products, and services. 4. Demonstrate the ability to locate school and community health helpers. 5. Describe the relationship between health products and services and money. 6. Identify situations requiring professional health services. 7. Identify different kinds of health providers.	1. Analyze the validity of health information, products, and services. 2. Utilize resources from home, school, and community that provide valid health information. 3. Analyze how media influences the selection of health information, products, and services. 4. Locate health products and services. 5. Compare the costs and validity of health products. 6. Describe situations requiring professional health services. 7. Explain roles played by different health providers.	1. Evaluate the validity of health information, products, and services. 2. Analyze resources from home, school, and community that provide valid health information. 3. Evaluate media influences on the selection of health information and products. 4. Access school and community health services for self and others. 5. Analyze the cost and availability of health-care products and services for individuals. 6. Analyze situations requiring professional health services. 7. Explain requirements for entering and pursuing specific health careers.	1. Evaluate resources from home, school, and community that provide valid health information for self and others. 2. Evaluate all factors that influence personal selection of health products and services in the community. 3. Evaluate situations requiring professional health services. 4. Evaluate opportunities for career choices in health. 5. Analyze the educational requirements, demands, rewards, and benefits of a career in health services.

STANDARD 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Rationale: Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. By using critical-thinking and problem-solving skills, students will assess risks, consider potential consequences, and make health-enhancing decisions.

Student Performance Descriptions: As a result of health instruction, students will:

Kindergarten–Grade 4	Grades 5–8	Grades 9 & 10	Grades 11 & 12
1. Identify responsible health behaviors.	1. Explain the importance of assuming responsibility for personal health behaviors.	1. Analyze the role of individual responsibility for enhancing health.	1. Evaluate the effect of responsible health behaviors on self, others, and community.
2. Identify personal health needs and health habits.	2. Analyze personal health habits to determine health strengths and risks.	2. Evaluate personal health habits to determine strategies for health enhancement and risk reduction.	2. Evaluate injury prevention and management strategies for personal, family, workplace, and community health.
3. Compare behaviors that are safe to those that are risky or harmful.	3. Distinguish between safe and risky or harmful behaviors.	3. Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.	3. Design a plan with recommended strategies to reduce a situation in the local community that presents a threat to health.
4. Demonstrate strategies to improve or maintain personal health.	4. Demonstrate strategies to improve or maintain personal and family health.	4. Demonstrate strategies to improve or maintain personal, family, and community health.	4. Research and evaluate strategies to manage stress by individuals and groups within the family, at school, at work, or in other social situations.
5. Develop injury prevention and management strategies for personal health.	5. Develop injury prevention and management strategies for personal, family, and community health.	5. Develop injury prevention and management strategies for personal, family, and community health.	
6. Identify and demonstrate ways to avoid and reduce threatening situations.	6. Identify and demonstrate ways to avoid and reduce threatening situations.	6. Identify and demonstrate ways to avoid and reduce threatening situations.	
7. Recognize stressful situations and identify appropriate ways to manage them.	7. Develop and apply appropriate ways of managing conflict and specific stressful situations.	7. Research and evaluate strategies to manage stress in individuals.	

STANDARD 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Rationale: Health is influenced by a variety of factors that co-exist within society. These include the cultural context as well as media and technology. A critical thinker and problem solver is able to analyze, evaluate, and interpret the positive and negative influence of these factors on health. The health-literate, responsible, and productive citizen draws upon the contributions of culture, media, technology, and other factors to strengthen individual, family, and community health.

Student Performance Descriptions: As a result of health instruction, students will:

Kindergarten–Grade 4	Grades 5–8	Grades 9 & 10	Grades 11 & 12
1. Demonstrate awareness of the influence of culture upon personal health behaviors. 2. Explain how media influences thoughts, feelings, and health behaviors. 3. Describe ways technology can influence personal health. 4. Explain how information from school and family influences health.	1. Describe the influence of cultural beliefs on health behaviors and the use of health services. 2. Analyze how positive and negative messages from media and other resources influence health behaviors. 3. Analyze the influence of technology on personal or family health. 4. Analyze how information from peers influences and affects health choices.	1. Analyze how cultural diversity enriches and challenges heaith behaviors. 2. Evaluate the effect of media and other factors on personal, family, and community health. 3. Evaluate the impact of technology on personal, family, and community health. 4. Analyze how information from the community influences health.	1. Research a school or community health issue resulting from the influence of culture, media, technology, and other factors. 2. Develop and implement a solution to a researched health issue.

STANDARD 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and nonverbal skills in developing and maintaining healthy personal relationships. The ability to organize and to convey information, beliefs, opinions, and feelings are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect of self and others.

Student Performance Descriptions: As a result of health instruction, students will:

Kindergarten–Grade 4	Grades 5–8	Grades 9 & 10	Grades 11 & 12
1. Distinguish between verbal and nonverbal communication.	1. Demonstrate effective verbal and nonverbal communication skills to enhance health.	1. Demonstrate skills for communicating effectively with family, peers, and others.	1. Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
2. Describe characteristics needed to be a responsible friend and family member.	2. Describe how the behavior of family and peers affects interpersonal communication.	2. Analyze how interpersonal communication affects relationships.	2. Apply strategies to a selected situation that facilitate effective communication among individuals or groups.
3. Demonstrate healthy ways to express needs, wants, and feelings.	3. Demonstrate healthy ways to express needs, wants, and feelings.	3. Demonstrate healthy ways to express needs, wants, and feelings.	
4. Demonstrate ways to communicate care, consideration, and respect of self and others.	4. Demonstrate ways to communicate care, consideration, and respect of self and others.	4. Demonstrate ways to communicate care, consideration, and respect of self and others.	
5. Explain attentive listening skills needed to build and maintain healthy relationships.	5. Demonstrate communication skills needed to build and maintain healthy relationships.	5. Demonstrate strategies for solving interpersonal conflicts without harming self or others.	
6. Demonstrate refusal skills needed to enhance health.	6. Demonstrate refusal and negotiation skills needed to enhance health.	6. Demonstrate refusal, negotiation, and collaboration skills needed to avoid potentially harmful situations.	
7. Differentiate between negative and positive responses to conflict situations.	7. Analyze the possible causes of conflict among youth in schools and communities.	7. Analyze the possible causes of conflict in schools, families, and communities.	
8. Demonstrate nonviolent communication strategies to resolve conflicts.	8. Demonstrate strategies needed to manage conflict in healthy ways.	8. Demonstrate healthy strategies used to prevent conflict.	

STANDARD 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Rationale: Decision-making and goal-setting are essential lifelong skills needed in order to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles. When applied to health issues, decision-making and goal-setting skills will enable individuals to collaborate with others to improve the quality of life in their families, school, and communities.

Student Performance Descriptions: As a result of health instruction, students will:

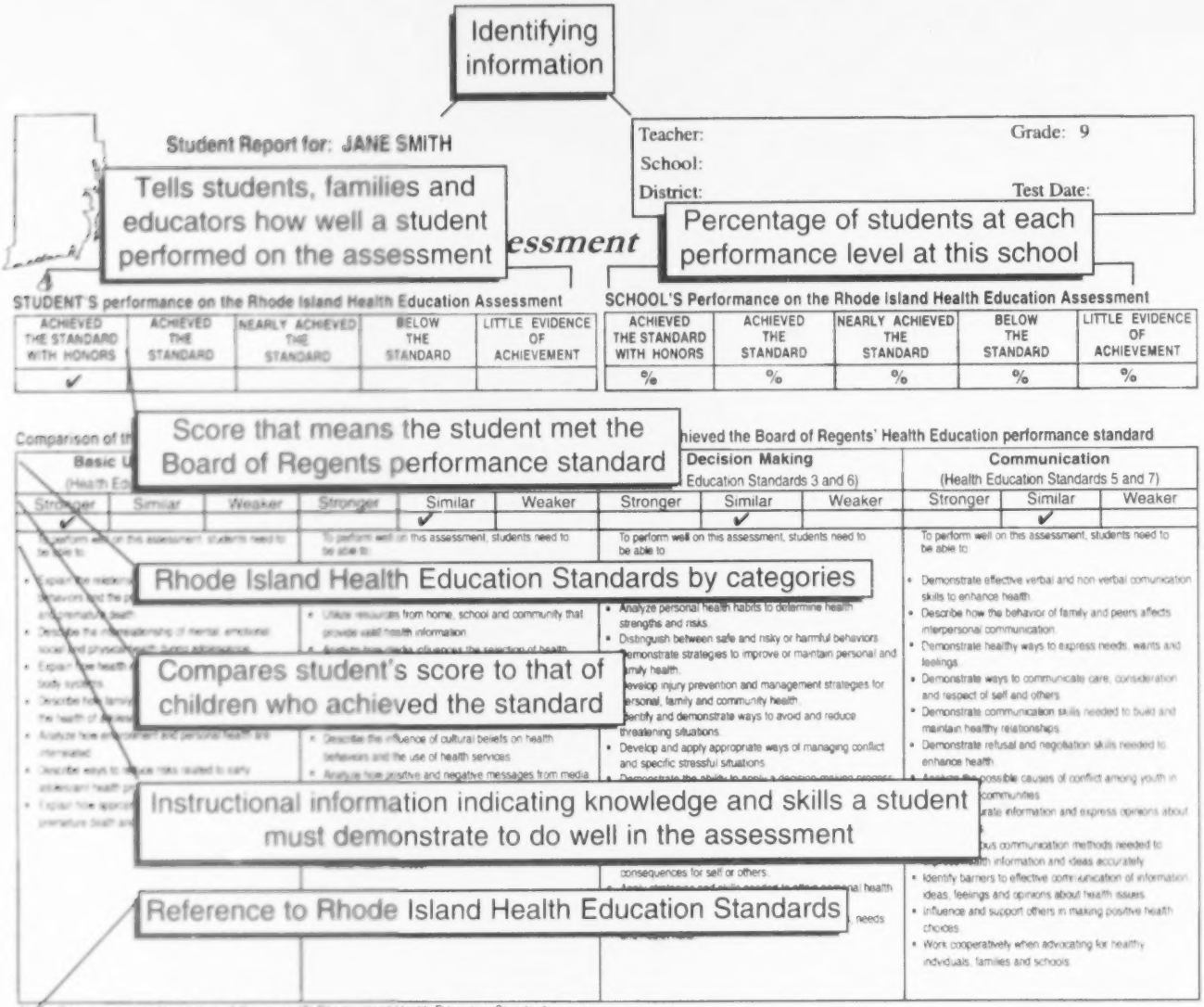
Kindergarten–Grade 4	Grades 5–8	Grades 9 & 10	Grades 11 & 12
1. Apply a decision-making process to health issues and problems. 2. Explain when it is appropriate to ask for assistance in making health-related decisions and setting healthy goals. 3. Predict outcomes of specific health decisions. 4. Set a personal health goal and track progress toward its achievement. 5. Recognize that everyone has personal strengths and needs.	1. Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. 2. Analyze how health-related decisions are influenced by individuals, family, or community values. 3. Predict how decisions regarding health behaviors have consequences for self or others. 4. Apply strategies and skills needed to attain personal health goals. 5. Develop a plan that addresses personal strengths, needs, and health risks.	1. Analyze the ability to use different strategies when making decisions related to health needs and risks of young adults. 2. Analyze health concerns that require individuals to work together. 3. Predict immediate and long-term impact of health decisions on the individual family and community. 4. Describe how personal health goals are influenced by changes in information, abilities, priorities, and responsibilities. 5. Compare and contrast a variety of plans that address personal strengths, needs, and health risks.	1. Evaluate different strategies to use when making decisions related to the health needs and risks of young adults. 2. Design, evaluate, and implement a plan for attaining a personal health goal. 3. Analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify, and implement effective plans to achieve and maintain optimum, lifelong health.

STANDARD 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Rationale: Responsible citizens who are health literate are characterized by advocating and communicating for positive health in their communities. A variety of health advocacy skills are critical to the development of an environment that protects and promotes the health of individuals, families, and communities.

Student Performance Descriptions: As a result of health instruction, students will:

Kindergarten–Grade 4	Grades 5–8	Grades 9 & 10	Grades 11 & 12
1. Discuss accurate information and express opinions about health issues.	1. Discuss accurate information and express opinions about health issues.	1. Discuss accurate information and express opinions about health issues.	1. Discuss accurate information and express opinions about health issues.
2. Describe a variety of methods that convey accurate health information and ideas.	2. Analyze various communication methods needed to express health information and ideas accurately.	2. Design methods for accurately expressing health information and ideas.	2. Adapt health messages and techniques to the characteristics of a particular audience.
3. Identify community agencies that advocate for healthy individuals, families, communities, and the environment.	3. Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.	3. Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.	3. Influence and support others in making positive health choices.
4. Demonstrate the ability to influence and support others in making positive health choices.	4. Influence and support others in making positive health choices.	4. Influence and support others in making positive health choices.	4. Work cooperatively when advocating for a healthy environment and other issues.
5. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.	5. Work cooperatively when advocating for healthy individuals, families, and schools.	5. Work cooperatively when advocating for healthy communities.	5. Evaluate community health services and systems currently in place and make recommendations for improving those systems and services.


Identifying information
Student Report for: JANE SMITH
Teacher:
Grade: 9
School:
District:
Test Date:
Tells students, families and educators how well a student performed on the assessment
Percentage of students at each performance level at this school
STUDENT'S performance on the Rhode Island Health Education Assessment
ACHIEVED THE STANDARD WITH HONORS
ACHIEVED THE STANDARD
NEARLY ACHIEVED THE STANDARD
BELOW THE STANDARD
LITTLE EVIDENCE OF ACHIEVEMENT
SCHOOL'S Performance on the Rhode Island Health Education Assessment
%
Score that means the student met the Board of Regents performance standard
Rhode Island Health Education Standards by categories
Compares student's score to that of children who achieved the standard
Instructional information indicating knowledge and skills a student must demonstrate to do well in the assessment
Reference to Rhode Island Health Education Standards
Decision Making
(Health Education Standards 3 and 6)
Communication
(Health Education Standards 5 and 7)
Stronger
Similar
Weaker
To perform well on this assessment, students need to be able to:
Demonstrate effective verbal and non verbal communication skills to enhance health.
Describe how the behavior of family and peers affects interpersonal communication.
Demonstrate healthy ways to express needs, wants and feelings.
Demonstrate ways to communicate care, consideration and respect of self and others.
Demonstrate communication skills needed to build and maintain healthy relationships.
Demonstrate refusal and negotiation skills needed to enhance health.
Identify barriers to effective communication of information, ideas, feelings and opinions about health issues.
Influence and support others in making positive health choices.
Work cooperatively when advocating for healthy individuals, families and schools.

Grade 9 Student Level Report

APPENDIX C

C-1

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